DOCUMENT RESUME

ED 101 343 CS 201 794

AUTHOR Bentley, Norma E.
TITLE On Sand or Rock.
PUB DATE May 74
NOTE 12p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS English Curriculum; *English Education; Higher Education; *Teacher Education; *Teacher Education Curriculum; Teachers

ABSTRACT

Future teachers of English at the college level should initially be allowed to discuss and consider some of the important facts of this decade: the dwindling resources of our planet, overpopulation, hunger and disease, and the increase in global communication. They should be informed about the small number of job openings at present in the field of English. They should be helped to master the language more fully, read with increased comprehension, and write more clearly and forcefully in preparation for their first jobs. A full curriculum for the future English teacher would offer students in the first semester of their first year the following courses: Advanced Composition, History and Structure of Language, Educational Psychology of Teaching and Learning, Greek and Roman Literature in Translation, African Literature, and a Tutorial. (TS)

ED101343

BEST COPY AVAILABLE

Norma E. Bentley

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Norma E. Bentley
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

CS 201 794

problems of energy, unemployment, crime, inflation, poverty, disease, inequities among various segments of our population, and a sort of political or moral bankruptcy symbolized by Watergate. All these are obvious facts, of course, but nonetheless to be reckoned with, even by us in our limited area, if we are to have bedrock foundation for the training of teachers of English for freshman and sophomores.

Facts of apparently more immediate concern must also, of course, receive due attention. We have in 1974 a plethora of teachers of English coming out of our graduate schools with M.A.'s, Ph.D.'s and D.A.'s or in some instances A. B. D.'s to commend them. Their applications and those of English teachers whose institutions have closed or are cutting back their non-tenured faculty members cross my desk and that of every department chairman in the land daily in increasing numbers. There are not openings enough in private colleges nor even in state or community colleges for more than a fraction of these would-be teachers whatever their training and experience. Almost all institutions of higher learning need more funds and anticipate decreasing enrollments as the population of college-age young people shrinks and those there are put off college attendance to work or play or travel. With real incomes down and expenses up, many students postpone college not because they want to but because they have to. Some of the more motivated may while they work take a course or two at night; others will simply be glad to get away from the academic grind. In addition, there is the small but increasing number of men and women who will get their education via the university without walls, or the external degree program. All in all we are likely to have fewer freshmen and

sophomores to deal with in the next few years. The pessimist might say we should spend our time considering means of diverting prospective teachers to other fields rather than cogitating on ways of better preparing them. But some instructors will be required, and they should be soundly trained for their important role. So long as our civilization lasts there will be freshmen and sophomores.

Those men and women who do enter college in 1974 fall into several different categories. There are the young people from middle-income families who for varying reasons choose a private or state or community college with the intention of finishing two or four or more years of higher education. Some of these know precisely what they want to do ultimately, whereas others are floundering intellectually and spiritually. Some are well prepared; others are not. Then there are those who for one reason or another expect to drop out as soon as possible. And there are the students from so-called disadvantaged or minority groups--Black or Puerto Rican, Chicano or Sioux for example--many of whom through no fault of their own lack the kind of preparation expected of the boy or girl admitted to the Ivy League Colleges. I'm not sure that I should not today place women of whatever age or nation or race in a separate category too; so many of them are increasingly conscious of being disadvantaged even though sometimes a majority. And finally there are women--and men too--who come to college after a long hiatus in their education. They may or may not be well equipped academically and emotionally for the new experiences they are seeking. At any rate, with many institutions adopting open admissions, all of these diverse kinds of people may appear together in the same freshman or sophomore English class in a two-year college.

Their needs are, of course, as varied as their personalities; each is a unique human being who, as W. S. Gilbert once said with none of his usual humor, "ought to be treated as such." And therein

BEST COPY AVAILABLE

to

BEST COPY AVAILABLE

_____

_____

.

:

, ,

, "culture and

"; ... ,

, creative writing, and the

, ,

, ,

--broader interests and finer, more diverse

of teachers of other major subjects

"teacher-proof materials."[1]

---

[1] Robert F. Tyler, The Case of English: Guidelines for the Seventh Grade, An Anglo-American Conference at Dartmouth College, (New York: Holt, Rinehart and Winston, Inc., 1967), p. 166.

, neither the report nor Tyler was concerned exclusively,

, at all, with the two-year college teacher and the quotation

does show what one fears are exaggerated expectations. In

some instances they even include the unnecessary, the gratuitous.

But I do believe most firmly that our profession needs to attract

young men and women of "broader interests and finer, more diverse

skills" than those of other teachers. And their professional

education should strengthen and deepen those interests and further

refine those skills.

David F. Stewart, Chairman of the Department of English at

Idaho State University described in College English for December,

1970 a program for a Doctor of Arts degree recently inaugurated in

BEST COPY AVAILABLE

[ ]

BEST COPY AVAILABLE

a

of

_____

, "Preparing College Teachers of English," College _____, 33 (January , 1972), p. 338.

BEST COPY AVAILABLE

,

_____

, 1973.

t

. . (not a traditional one) or a Doctor of Arts or some other

, I think, as in Idaho,

. . in English or British and

, then the student should take

, most of which are in English, although

. If the candidate has had no psychology as an undergraduate,

I should urge a course now. After the 30 hours beyond the Bachelor's

_____

_____

BEST COPY AVAILABLE

rove also the availability of other very

BEST COPY AVAILABLE

...

...

...

BEST COPY AVAILABLE